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ABSTRACT

This manual details the procedures and guidelines that the staff of the Non-Formal Education (NFE) Information Center use in preparing citations and annotations for the "The NFE Exchange" and an NFE series of annotated bibliographies. Following a brief description of the purpose of an NFE bibliography, sample basic formats are provided for the citation of a book, pamphlet, or report, and the citation of an article or section from a larger publication. Variations from the basic formats are then presented, with examples from NFE bibliographies. Author, periodical title, article, chapter, and other variations are covered, as well as the addition of language information and other information of value. Guidelines for and examples of the composition of annotations are also provided, covering general points to remember, the general format, and formats for specific types of documents, including project reports and case studies, theoretical documents, theoretical discussions with specific examples of activities, special issues and single articles in journals and newsletters, a number of articles from one journal or newsletter, seminar and conference reports, collections of papers, manuals and handbooks, bibliographies, and directories or surveys of programs. A list of staff members of the NFE Information Center from 1976 to 1983 concludes the manual. (ESR)

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MANUAL SERIES #2:

PREPARING CITATIONS AND ANNOTATIONS

Prepared by

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Education Information Center

February 1983

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FOREWORD

Through its Manual Series, the Non-Formal Education Information Center (NFEIC) seeks to provide a forum for individuals to share their experience in solving particular problems. The publications in this series are designed to be straightforward and practical, bringing a range of experiences in a "how-to" format to those involved in non-formal education and development. This series is not limited to the subjects of non-formal education and development, however. In fact, publications are more likely to address administrative or implementation topics that are important in facilitating non-formal education and development activities.

This manual, the second in the series, details the procedures and guidelines that the staff of the Non-Formal Education Information Center uses in preparing citations and annotations for its publications, The NFE Exchange and its series of annotated bibliographies. In our work we have always tried to include complete ordering information so our readers might acquire relevant materials or contact others involved in similar kinds of work directly.

Many staff members have contributed to developing the Center's system of annotations and citations through their writing for The NFE Exchange and the annotated bibliography series. Milla McLachlan and Lela Vandenberg

organized our "joint thinking" into this manual and selected appropriate examples. Earl Brigham edited the manuscript and Diana Stetson and Kathi Mikulka undertook the difficult job of typing the final copy. In recognition of others who have contributed to this publication, the last page lists individuals who have served on the center staff between 1976 and 1983.

We share our experience with development planners and practitioners in the hope that it might be useful to them in some way. As always, we invite readers' comments and suggestions. Furthermore, we invite potential contributions to the series.

Mary Joy Pigozzi
Director
NFE Information Center

PREPARING CITATIONS AND ANNOTATIONS

Two comments may be helpful at the start. First, bibliographic style can vary greatly with language, national practice, academic discipline concerned, the publishing unit involved, and even the personal preferences of the authors or editors. However, the intended purpose is always to make it possible for the reader to readily locate and check back to the sources cited.

Second, technological progress in recent years has greatly altered the accepted understanding of what is meant by "published." At one time, the term was taken by bibliographers to refer almost exclusively to material that had been set up in type and printed; anything else, no matter how widely circulated, was considered an "unpublished" item. The distinction is no longer valid or practical. The real test, therefore, of whether something has been published is now availability to the public. This is especially so with the kinds of materials that are of value in non-formal education, and is the test to be followed in any bibliography issued by the Non-Formal Education Information Center.

The guidelines set forth on the following pages detail some helps and considerations in preparing NFE citations and annotations, either for the BIBLIOGRAPHY section of The NFE Exchange or for the NFE Center's series of annotated bibliographies.

I. PURPOSE OF AN NFE BIBLIOGRAPHY

So far as the NFE Center is concerned, bibliographic entries serve three major purposes. They are a means of:

- Identifying key documents related to the topical focus of The NFE Exchange or that of the selected, annotated bibliographies. The bibliography as a whole represents the "best" to be found in the NFE Center's library on a particular subject.

- Sharing information found in specific documents by identifying the issues discussed, listing research findings, noting the author's conclusions, or briefly describing projects and non-formal education activities.

- Helping our readers contact others who are working in a particular area by naming organizations and identifying documents that list additional sources of information (e.g., newsletters, directories, bibliographies).

II. CITATIONS

The documents and resource materials found in the NFE Center library all fall within two categories: (a) books, booklets, leaflets, brochures, research papers, reports of seminars and conferences, kits of teaching materials, and the like--all cited as if they were books; (b) articles in a periodical, professional journal, or news publication; or chapters or sections from a book or larger publication.

Typical entries would contain the following information:

(a) Author. Title of Document. Document identification or number (if given). Year of publication. Name of publisher, publisher's complete address. Annotation. Page information.

Ashe, Jeffrey. *Assessing Rural Needs: A Manual for Practitioners*. 1978. Volunteers in Technical Assistance (VITA). 3706 Rhode Island Avenue, Mt. Rainer, Maryland 20822, USA. Based on a research system devised and tested in Costa Rican communities, this manual presents a low-cost method to gather information about local conditions and development needs in rural communities. Proposes using as methodology a single interview with a group of "knowledgeable" people in each community, supplemented by observations, census

data, and other secondary sources. The manual discusses questionnaire development, administration of the project and staff training, and includes as examples specific materials from the Costa Rican study. A useful guide for agencies and individuals involved in program development in rural areas. 127 pp.

(b) Author. "Title of Article" (in quotes). Name of Periodical (underlined). Volume and Issue number and Date of Publication. Name of Publisher, Publisher's complete address. Annotation. Page numbers in periodical.

Belloncle, Guy. "Literacy for What: Some Lessons from Africa." *Ceres*. Vol. 13, No. 1, January-February 1980. Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy. Questions the assumption that one must be literate to produce more or adopt new practices. Urges project planners to consult with farmers before designing literacy programs. The author suggests that literacy can serve several functions for African peasants: through figures, it can give farmers and extension workers a common language: it can enable peasants to express themselves and cope with outside forces; and it may be a means of preserving traditions. pp. 33-36.

Variations from the above basic format for entries are covered in Sections A-D following, with examples from the printed bibliographies in various issues of The NFE Exchange. In these examples, document titles are typed in cursive and complete citations are underlined. In print, titles appear in cursive, and citations in bold type.

A. Author

1. Editor or Compiler as author. Abbreviate editor "(ed.)" or "(eds.)," but spell out "(compiler)" because the abbreviation is not commonly recognized.

Example A-1-a

Sachsenmeier, Peter (ed.). *Basic Education: Reflections on Participatory Curriculum Development and Planning*. 1978. German Foundation for International Development, Education and Science Branch, Simrockstrasse 1, 5300 Bonn, West Germany.

Example A-1-b

Lewycky, Dennis (compiler). *Tapestry--Report from Oodi Weavers.* Working Paper No. 11. August 1977. National Institute for Research in Development and African Studies (NIR), Documentation Unit, University of Botswana and Swaziland, Private Bag 0022, Gaborone, Botswana.

2. Two or more authors. Cite all names. Senior Author is given last name first; all others are listed first name first.

Example A-2-a

O'Sullivan-Ryan, Jeremiah and Mario Kaplun. *Communication Methods to Promote Grass Roots Participation for an Endogenous Development Process.* 1979. Conferencia Episcopal Venezolana, Apartado 4897, Caracas, Venezuela.

Example A-2-b

Roy, Rati Ranjan, M.D. Shahabuddin, and Nizam Uddin Ahmed. *Participatory Action Research in Bangladesh: An Experience of the Village Education Resource Center (VERC).* n.d. VERC, G.P.O. Box 421, Dacca, Bangladesh.

3. One main author, with assistance from others. Cite the main author (last name first) "with" one secondary author (first name first)--then "et al." if there is more than one secondary author. (Main author and co-authors, same as No. 2.)

Example A-3-a

Stanley, Joyce, with Alisa Lundeen. *The Audio Cassette Listening Forum: A Participatory Women's Development Project.* 1978. Office of Women in Development (PPC/WID), Agency for International Development, Department of State, Washington, D.C. 20523, USA.

Example A-3-b

Morss, Elliott R., John K. Hatch, Donald R. Mickelwait, and Charles F. Sweet, with Virginia L. Anderson et al. *Strategies for Small Farmer Development: An Empirical Study of Rural Development Projects.* Vols. 1, 2 and 3. 1975. Development Alternatives, Inc., 1823 Jefferson Place, N.W., Washington, D.C. 20036, USA.

4. Country as author--when a document issued by a governmental organization has no person listed as the author. (Except for AID and other international organizations).

Example A-4-a

India. *Farmers Exchange Programme: Evaluation Study on Transfer of Technology Through Exchange of Farmers. September 1976.* n.d. Training Unit, Directorate of Extension, Ministry of Agriculture and Irrigation, New Delhi, India.

The same format is to be followed in cases where two or more different government organizations from the same country are responsible for the publication.

Example A-4-b

Botswana. *Bosele Tshwaraganang: A Popular Theater Campaign by Kgatleng District Extension Team.* 1977. Kgatleng District Extension Team, Mochudi, Botswana; University College of Botswana, Institute of Adult Education, Private Bag 0022, Gaborone, Botswana; and Botswana Extension College, Private Bag 0043, Gaborone, Botswana.

5. Organization as author--when a document published by a non-governmental organization has no person listed as the author. The name of the organization is written out in full the first time it occurs, followed by any commonly used acronym or abbreviation in parentheses. After that, the acronym can be used in the citation. (This also applies to government organizations such as AID.)

Example A-5

Food and Agriculture Organization of the United Nations (FAO). *Small Farmers Development Manual.* Vols. 1 and 2. 1979. FAO Regional Office for Asia and the Far East, Phra Atit Road, Bangkok 2, Thailand.

Note: For other variations, see next Section, II. B. Periodicals.

B. Periodicals (Journals, Newsletters, etc.), Periodical Articles, and Sections of Books (chapters, papers, excerpts, etc.)

1. Citing an entire periodical (not a specific issue of the periodical). Put name of periodical first. Include frequency of publication in the Annotation, if known.

Example B-1

Rural Development Abstracts (RDA). Central Sales, Commonwealth Agricultural Bureaux (CAB), Farnham House, Farnham Royal, Slough SL2 3BN, England, UK. One of the CAB quarterly journals, RDA coverage includes rural development . . . .

2. Citing a special issue of a periodical. Put name of periodical first.

Example B-2-a (Theme not given special heading)

Asian Action. No. 22, July 1980. Asian Cultural Forum on Development (ACFOD), G.P.O. Box 2930, Bangkok, Thailand. A special issue on land reform in India. Separate articles tracing the history of land reform in India suggest that tenancy acts . . . .

Example B-2-b (Theme specifically identified in heading)

New Internationalist. "Growing Inequality." No. 81, November 1979. New Internationalist, Montagu House, High Street, Huntingdon PE18 6EP, Cambridgeshire, England, UK; or 113 Atlantic Avenue, Brooklyn, New York 11201, USA. A special issue on agrarian reform discusses the unequal distribution of resources among peasants, landlords, and businessmen . . . .

3. Citing a periodical article (e.g., journal or newsletter). If no author is given, put the article title first. If author (or authors) given, follow the style here. (Page nos. at end of Annotation.)

Example B-3-a (Author given)

Vio Grossi, Francisco. "The Socio-Political Implications of Participatory Research." *Approach.* No. 11, 1981. International Agricultural Centre, Lawickse Allee 11, Wageningen 6700 AE, Netherlands.

Example B-3-b (No author given)

"Organizing Small Farmers for Development: Lessons from Latin America." *PASITAM Newsletter.* No. 13, February/March/April 1977. Program of Advanced Studies in Institution Building and Technological Assistance Methodology (PASITAM), Indiana University, Bloomington, Indiana 47401, USA.

4. Citing section from a book--collection of papers, articles, chapters by individual authors, etc. Give author of section last name first; any co-authors first name first. Section title in quotes. Author(s) or editor(s) of book, all first name first. (Page nos. at end of Annotation.)

   Example B-4

   Hudson, Heather E. "Community Use of Radio in the Canadian North." In Peter R. Spain, Dean T. Jamison, and Emile A. McAnany (eds.), *Radio for Education and Development: Case Studies. Vol. 2.* Bank Staff Working Paper No. 266. 1977. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

5. Volume and Number citations. Use Arabic numerals for volume and issue numbers--because they are more easily understood by readers less familiar with English--even where the original sources use Roman numerals. Put commas between this information and the date of publication.

   Example B-5

   Tienda, Marta. "Economic Activity of Children in Peru: Labor Force Behavior in Rural and Urban Contexts." *Rural Sociology.* Vol. 44, No. 2, Summer 1979. Rural Sociological Society, 324 Morgan Hall, University of Tennessee, Knoxville, Tennessee 37916, USA.

   (Instead of "Vol. XLIV, No. 2" as these might appear on the original publication.)

6. Frequency of publication. Include in the Annotation, when known. (See Example A-8). ("One of the CAB quarterly journals. . . .", "Published six times a year, this periodical. . . .", "A monthly publication on agriculture in . . . .", "A bi-annual review. . . .", "A monthly newsletter dealing with. . . .")

C. Other Variations

1. No date of publication. (Always check copyright information for the date, as well as the title page.) When there is no date, use "n.d." where it would normally appear. (See Example A-4-a.)

2. Series, Reports, Case Studies, Working Papers, Document order nos., Editions, Volume nos., etc. Put this information after the title (not underlined) and before the date.

Example C-2-a

Nwanosike, Eugene O. *Youth, Children and Development: A Select Bibliography*. Bibliographical Series No. 5. 1980. Regional Pan African Institute for Development (PAID), P.O. Box 133, Buea, S.W. Province, Cameroon.

Example C-2-b

Smilansky, Moshe. *Priorities in Education: Pre-School; Evidence and Conclusions*. World Bank Staff Working Paper No. 323. 1979. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

Example C-2-c

United Nations Children's Fund (UNICEF). *Flow of External Aid to Education at the Primary School Level and to Non-Formal Education, and UNICEF Participation*. UN Publication E/ICEF/L. 1358. 1977. UNICEF, 1 United Nations Plaza, New York, New York 10017, USA.

3. More than one address in citation. Use the first address, then "; or . . ." In very special cases, it might be necessary to use "Also available from . . ." for accuracy from the reader's standpoint. (See Example A-7-b.)

4. USA, UK, USSR--do not spell out the abbreviations for the United States, United Kingdom, or Soviet Russia. Use a period only at the end. Spell out names of states in the USA or provinces in Canada and the names of all other countries. No comma in US addresses between the name of the state and the Zip Code. Many foreign countries use number codes comparable to the U.S. Zip Code in addresses. (A few countries also have "Federal Districts" around capital cities, similar to the District of Columbia, which are usually abbreviated.)

Examples C-4 (These are some to be watched for)

Washington, D.C. 20036, USA.
Apartado Aereo 18116, Bogota, D.E., Colombia.
Canberra, A.C.T. 2600, Australia.
Apartado Postal 45-009, Mexico 1, D.F., Mexico.
Buea, S.W. Province, Cameroon.
Private Bag 0022, Gaborone, Botswana.
Bloemfontein 9300, Republic of South Africa.
Rio de Janeiro, R.J. 20.000, Brazil.
Diliman, Quezon City 3004, Philippines.
Chingleput 603001, India.
East Lansing, Michigan 48824-1034, USA.
Ottawa, Ontario K1G 3H9, Canada.
London SW1Y 5HX, England, UK.
Oxford OX2 6DP, England, UK.
Dundee DDL 4HN, Scotland, UK.
75700 Paris, France.
A-1090 Vienna, Austria.
00100 Rome, Italy.
1211 Geneva 20, Switzerland.
S-752 20, Uppsala, Sweden.
5300 Bonn 1, West Germany
or, D-8000 Munchen 2, Federal Republic of Germany.
[Style on name varies.]

5. Cost of a document. If a price is provided by the publisher for a book, journal, etc., it may be listed at the very end of the citation, before any Annotation, in parentheses--e.g., "(US$5.00.)"--but only if price is available in US dollars.

Example C-5

Kindervatter, Suzanne. *Nonformal Education as an Empowering Process.* 1979. Center for International Education, University of Massachusetts, 285 Hills House South, Amherst, Massachusetts 01003, USA. (US$5.00.)

6. NFE Information Center; placement of Campus address.
(a) Spell out the Center's name in any entry--"Non-Formal Education Information Center." (b) Address on Campus, i.e., Room number and Building, follows "Michigan State University" and precedes "East Lansing, Michigan 48824-1034, USA." (Since this last usage has been made standard for MSU in recognition of an extended ZIP number now being promoted by the U.S. Postal Service, the same change in placement should be made in publishers' addresses from any other American universities.)

Example C-6-a

Kinsey, David C. *Participatory Evaluation in Nonformal Education.* 1979. Available from Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

Example C-6-b

Esman, Milton J., Royal Colle, Norman Uphoff, and Ellen Taylor. *Paraprofessionals in Rural Development.* 1980. Rural Development Committee, Center for International Studies, Cornell University, 170 Uris Hall, Ithaca, New York 14853, USA. (US $5.00.)

D. Language Information

As a general rule, language information comes at the end of the Annotation. If the information is part of the Annotation for a specific document, it is placed before the page information--and is not enclosed in parentheses. If it is additional information, it follows the page information and is in parentheses. See the following examples for guidance.

1. The document is in a language other than English. Language information should be a part of the Annotation. (For any material published only in English, no reference to the language is made.)

Example D-1-a

Fayossewo, Antoine Apelete. *Quand les Paysans Participant . . . La Relance du Mouvement Cooperatif au Mali.* Campagne Mondiale contre la Falm/Action pour le Developpement (CMCF/AD): Experiences et Resultats 10. 1980. Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy. Reports on efforts begun in 1974 after the Sahelian drought to revive the cooperative movement in the 6th Region of Mali. The success of Malian cooperatives is attributed, among other things, to popular participation in planning and implementation, recognition of traditional social relations, and governmental and international support. In French. 39 pp.

Example D-1-b

Education in the Masses. Arab Literacy and Adult Education Organization (ARLO), P.O. Box 3217, Al-Saadoon Street, 113 Abu Nawwas Street, Bagdad, Irag. A specialized periodical that reports on literacy and other adult education activities in Arab states. In Arabic with an English supplement.

2. The document is bilingual or multilingual. Language information should be a part of the Annotation.

Example D-2-a

Wesseler, Matthias (ed.). *Participatory Learning and Rural Development.* 1981. Deutsches Institut fur Tropische und Sub-tropische Landwirtschaft, Postfact 68, 3430 Witzenhausen 1, Federal Republic of Germany. A collection of working papers presenting different points of view on participatory education and rural development. In theoretical discussions and case studies, the authors explore the concept of participation, particularly as it relates to science, technology, and education. Several papers stress the role non-formal education can play to equip people to take active roles in development. In "The Analysis of an Educational Setting--An Anthropological Approach," Helen Callaway links the current emphasis in adult education on involving the learners in their own educational progress with the idea that women, who have often been ignored in development projects, should speak for and about themselves when decisions affecting their lives are made (pp. 35-43). Anton de Schutter, in his paper "La Metodologia y los Procesos de la Investigacion Participativa en la Capacitacion Rural," argues that traditional rural extension methods can be reformed so that farmers will become involved in planning, organizing, implementing, and evaluating agricultural programs (pp. 45-55). Papers in Spanish, English, or German, with summaries and Preface and Introduction in German and English. 156 pp.

Example D-2-b

Botswana Adult Education Newsletter (Thutego Ya Bagolo Mo Botswana). Vol. 1, No. 4, n.d. Botswana Extension College, Private Bag 0043, Gaborone, Botswana. A special issue on literacy and development. Articles examine the history and future of literacy work in Botswana. Includes a reprint of the 1975 Persepolis Declaration and an account of a visit to a work-oriented literacy program in Tanzania. Articles are in English or Setswana. 40 pp.

3. The document is in English, but versions in other languages are available.

a) A book, monograph, report, etc. State other language(s) in which it is available, in parentheses, following the page information.

Example D-3-a

Garcia, Oswaldo. *Chiclayo: History of a Peasant Training Project in Peru.* Freedom from Hunger Campaign/Action for Development: Experiences and Results No. 8. 1979. Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy; or FAO Regional Office for Latin America, Casilla 10095, Santiago, Chile. Describes the establishment of CEDESCA, a center for the Development of the Rural Masses in Agricultural Zone II in Peru. Discusses the peasant training programs developed, problems encountered, and significant achievements of the project. The author concludes that the Center succeeded in directing its training to the needs of the peasants, and served as a model for similar agricultural zones in Peru and elsewhere. 35 pp. (Also available in French and Spanish.)

b) When the title of the foreign languages version is known, give that information following the page information, in parentheses.

Example D-3-b

Loftin, Craig R. *Initial Education Non-Formal Home-Based Program Training Manual.* 1979. Portage Project, Cooperative Educational Service Agency No. 12, Box 564, Portage, Wisconsin 53901, USA. Manual intended for use by the professionals who are responsible for training paraprofessionals and administrative staff in the Peruvian Model-Portage Project. Although not designed to be self-sufficient, the guide includes the basic information that a paraprofessional home teacher needs to work with parents and their young children. It also contains information which a professional master-teacher needs to assist the paraprofessional staff and coordinate program activities. 252 pp. (Available in Spanish as *Manual de Entrenamiento para Programs No Escolarizados de Educacion Inicial con Base en el Hogar.)*

c) An entire journal that has separate editions in languages other than English. Give such information at the end of the Annotation, in parentheses.

Example D-3-c

Adult Education Information Notes. Adult Education Section (Literacy), Adult Education and Rural Development Division, Unesco, 7 Place de Fontenoy, 75700 Paris, France. A quarterly periodical that reports on literacy and adult education efforts in Asia, Africa, and Latin America. (*Adult Education Information Notes* is published in Arabic, English, French, Russian, and Spanish.)

d) An article in a journal published in other languages as well as English. Following the page information, note the other languages in which it is available, in parentheses.

Example D-3-d

de Almeida Cunha, Rogerio. "Illiteracy and the Development of Self-Awareness in the Thought of Paulo Freire." *Ideas and Action.* No. 93. 1973/6-7. Freedom from Hunger Campaign/Action for Development, Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy. Summarizes the basic features of Freire's conscientization process. The author examines the implications of developing self-awareness and notes the importance of creating and maintaining dialogue within a society. pp. 28-33. (*Ideas and Action* is published in English, French, and Spanish.)

E. Extra Information of Value

Information that is not strictly a part of the Annotation but is relevant to the document being cited--and which seems likely to be helpful to the reader--may be included following the page information in parentheses. (If it is necessary to include page information and publication dates in such an addition within the parentheses, use square brackets--date and pages may fall logically within the copy, however.)

Example E-1

Akhtar, Shamim. *An Insight into CCDB.* 1979. Christian Commission for Development in Bangladesh (CCDB), House 20, Road 9A, Dhanmandi Residential Area, P.O. Box 367, Dacca 9, Bangladesh. A compilation of articles from CCDB newsletters,

covering the goals and activities of the commission, its training courses, and case studies of development projects which strive to embody the CCDB development concepts of social justice, self-reliance, equitable distribution of resources and the formation of grass roots organizations. 32 pp. (Also available from CCDB is the *Evaluation Report* [1979, 45 pp.] of the Shivalaya Rural Development Program, started by the commission in 1978 in response to requests from disadvantaged groups in the District of Dacca.)

Example E-2

"Organizing Small Farmers for Development: Lessons from Latin America." *PASITAM Newsletter.* No. 13, February/March/April 1977. Program of Advanced Studies in Institution Building and Technological Assistance Methodology (PASITAM), Indiana University, Bloomington, Indiana 47401, USA. Reports on a study of nine programs in Ecuador and Honduras. Concludes that efforts to organize small farmers for development are most successful when done with concrete goals that are attainable within a limited time through cooperation among participants in small group settings. Suggests that international projects tend to focus on large-scale organizational structures that seldom recognize the farmers' interest in acquiring land and treat organizing more as an end than as a means. 46 pp. (Summarizes *Intercountry Evaluation of Small Farmer Organization: Ecuador, Honduras, Final Report,* Nov. 1976. Judith Tender for USAID, Bureau for Latin America, Office of Development Programs, Department of State, Washington, D.C. 20523, USA.)

Example E-3

Vanneste, G. *Ameliorons l'Agriculture et l'Elevage I.* 1972. Project-Soya, B.P. 110, Kananga, Zaire. A manual designed for educators and extension workers to help farmers improve their agricultural techniques. Covers selecting and caring for livestock, using different methods of planting and fertilizing, and conserving grains. In French. 70 pp. (A second manual, *Ameliorons l'Agriculture II* [1972, 70 pp.], includes descriptions of principal grain, fruit, and cash crops, and suggestions for marketing products.)

Example E-4

Shute, J.C.M. (ed). *Ghana-Guelph Extension Studies.* 1980. School of Agricultural Economics and Extension Education, Ontario Agricultural College, University of Guelph, Guelph, Ontario N1G 2W1, Canada. A collection of papers on rural extension in Ghana, based on the Ghana-Guelph Project, a formal collaboration effort between the University of Ghana and the University of Guelph during 1970-1979. Separate articles deal, among other things, with the history of agricultural training and extension in Ghana, in-service extension training, and an evaluation of the home science program in Ghana. Concludes that optimal human resource development in rural Ghana requires the training of effective agricultural and rural development administrators and extension workers. 59 pp. (Also available by J.C.M. Shute is *The Ghana-Guelph Project: A Story of International Cooperation,* Final Project Report, 1979, 61 pp.)

Example E-5

Bernal-Alarcon, Hernando, Paul H. Masoner, Liliana Muhmam de Masoner, Stephen F. Brumberg, and Esteban Musto. *Accion Cultural Popular.* 1978. Accion Cultural Popular (ACPO), Apartado Aereo 7170, Bogota, D.F., Colombia. Three papers describing the history and educational activities of ACPO, a pioneer radiophonic education program in Colombia. 66 pp. (Also available from ACPO are *Conclusions of Some Studies on the Effectiveness of the Radiophonic Schools of Accion Cultural Popular* [Working Document No. 20, 1972, 91 pp.], and several publications in Spanish, including *Education Fundamental Intergral: Teoria y Aplicacion en el Caso de ACPO,* by Hernando Bernal-Alarcon [1978, 285 pp.].)

III. ANNOTATIONS

Citations are basically concerned with identifying a publication and then stating from whom it's available. Annotations, however, have to give an idea of purpose and content, in just a few words, so that the readers can judge how useful the same publication may be in meeting their needs for information of a particular scope and nature. Obviously, it takes effort and thought to write a good annotation--but the following sections will help you in deciding where to begin and how to go about it.

A. Points to Remember

1. Annotations should include key words related to the topic of the document or to non-formal education in general (e.g., preschool children, evaluation, psycho-social methods). Think of the annotation as a cross-referencing system for the document (if you were cross-referencing it for a library, what terms would you use?).

2. Remember that the annotation, in itself, can be a form of non-formal education. What can people learn about issues, problems, projects, research, etc. from reading it?

3. Write clearly and concisely. Ask yourself: What have you really said about the document or the topic? Will the reader trip over awkward phrasing? Gasp for breath over long series of prepositional phrases or modifiers? Puzzle over unclear references? Wonder about the meaning behind generalities and the popular rhetoric of development? Is each word, phrase, or sentence absolutely necessary? Would omitting any of them substantially change the meaning? Would it improve your writing?

4. What might the author say if he or she were asked to critique the annotation? In a few words, you are trying to give a representation of another's work--work that may have taken months or years to prepare. Is your annotation accurate? Is it comprehensive in that it summarizes the main features of the document? Does it fairly represent the author's point of view?

B. General Format

Here are some guidelines as to the information that should be included in annotations, and the order in which it should be presented. (See the section following for comments on specific types of documents.)

1. Write a sentence summarizing the purpose and content of the document. Why is the document important? What type of a document is it?

2. Have an additional 1-2 sentences that summarize the key topics discussed, particularly as they relate to the topical focus of The NFE Exchange or one of the NFE Center's annotated bibliographies. What types of information does the document cover? How would you cross-reference it?

3. Summarize key findings or unique observations that should be shared with the readers. What can we learn about the topic from this document? (NOTE: Be very careful about your choice of words here and selection of the conclusions or findings to be highlighted. Are you commenting on the author's principal conclusion or only on one finding among many? Does your discussion reflect the author's position fairly and accurately?)

4. Identify projects mentioned in the document--that is, those involved in the topical focus of The NFE Exchange or one of the series of annotated bibliographies. If only one or two are mentioned, give the project's full name and the country in which it is located. If there are many, identify the countries in which they are located. Or, if there are too many countries to list, note that the document talks about so-many (number) projects in Asia, Africa, and/or Latin America.

5. Mention appendices or bibliographies only if they contain exceptionally useful materials (e.g., "includes a comprehensive annotated bibliography on. . . "). Put yourself in the reader's place and consider whether it would be worth ordering the document just to get the bibliography or other special material mentioned. If not, it probably isn't worth including in the annotation.

C. Types of Documents

Documents include in the BIBLIOGRAPHY section of The NFE Exchange or in the NFE Center's series of annotated bibliographies can be classified according to content. While the categories are somewhat arbitrary, they are useful as guides to the type of annotation that should be written. There are eleven in all: (a) Project Reports and Case Studies; (b) Theoretical Documents; (c) "Combination" Documents; (d) Journals and Newsletters--Entire Journal; (3) Journals and Newsletters--Special Issue; (f) Journals and Newsletters--One article; (g) Journals and Newsletters--More than one article in the Annotation; (h) Workshops, Seminars, Conference Reports; (i) Collections of Papers; (j) Manuals or Practical Materials, Handbooks; (k) Bibliographies, Directories, Surveys of Programs.

1. Project Reports and Case Studies describe specific non-formal education activities and experiences. Where appropriate, include a 1-2 sentence description of the key features of individual projects.

   Example C-1

   Lesotho Distance Teaching Centre. *Learning Games: A Report on the Trial of Games to Help Rural Children in Lesotho Improve their Literacy and Numeracy.* 1977. Lesotho Distance Teaching Center, P.O. Box 781, Maseru, Lesotho. Describes a pilot experiment that effectively used learning games to aid out-of-school children improve their literacy and numeracy skills. The document presents the games--which involve the active participation of primary school children and their parents --and describes how they were used both in and out of school. The games were well-received by parents and children, as well as by teachers who adapted them to particular classroom needs. Also included are recommendations for improving the efficiency of the games; developing new games and better materials; using games with families, other groups, and individuals; and achieving wider distribution. 55 pp.

2. Theoretical Documents discuss issues, problems, policies, the need for action, possible activities, etc.

   Example C-2

   Von Hahmann, Gail. *Collaborative Programming in Non-Formal Education.* 1978. Center for International Education, University of Massachusetts, 285 Hills House South, Amherst, Massachusetts 01003, USA. (US $2.50.) Traces the origins of collaborative programming and

describes its place in non-formal education as a process that facilitates social change and enables individuals to improve their life situations by understanding their own needs, resources, and desires, and those of the people they work with. Also highlights characteristics of such programming and the training of an effective program staff. Of particular interest is a discussion of the stages in collaborative programming which include: exploration, establishing the program, evaluating the project, establishing collaborative procedures, and implementing the program. 55 pp.

3. "Combination" Documents combine theoretical discussions with specific examples of activities.

Example C-3

Srinivasan, Lyra. *Perspectives on Nonformal Adult Learning*. 1977. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA. (US $5.00.) The author begins by identifying the various factors which give non-formal education its distinctive character. She describes current theories of adult learning, including the ideas of Knowles, Freire, Maslow, Rogers and Illich, all of whom advocate extensive learner participation in and control of the learning process. Drawing on examples from Thailand, Turkey, Ethiopia, Bangladesh, Ghana, the Philippines, and the United States, Srinivasan describes three approaches to non-formal education: (1) the development of problem-solving abilities; (2) the development of coping skills for dealing effectively with the environment; and (3) the development of self-awareness and realization of the individual's potential to take practical action. The author concludes with a set of assumptions about these approaches which provides a philosophical basis for future directions in adult non-formal education. Appendices include exercises useful for training trainers and field staff, and examples of learning materials and feedback devices. 122 pp. (Also available in Spanish.)

4. Journals and Newsletters--Entire Journal. The annotation should make clear the main purpose of a periodical publication, not just the topical focus of one or two issues. In preparing this type of annotation, be sure to check as many issues as possible so as to gain a better understanding of the kinds of articles that the journal or newsletter includes. Mention the frequency of publication and the languages (if more than just in English) in which the publication appears.

Example C-4

Agripromo: Pour la Promotion du Monde Rural. Institut Africain pour le Developpement Economique et Social (INADES) FORMATION, 08 B.P. 8. Abidjan 08, Ivory Coast. Quarterly publication for fieldworkers and others involved in rural development in Africa. Recent issues have covered such topics as small animal raising (No. 23), cash and food crops (No. 24), rural children (No. 25), cooperatives and credit unions (No. 26), and women and work (No. 27). Designed to be both informative and practical, the journal includes interviews, case studies, articles which raise important issues, guidelines and instructions for activities and projects, and letters from readers through which ideas and experiences are shared. In French.

5. Journals and Newsletters--Special Issue. The first sentence of the annotation should make clear that this is "A special issue on. . . ." The rest of the annotation should refer to the topical focus of the issue and mention specific articles, when appropriate.

Example C-5-a

Kurukshetra. Vol. 27, No. 23-24, September 1979. Krishi Bhavan, New Delhi 110 001, India. A special issue on the World Conference on Agrarian Reform and Rural Development. Includes the "Declaration of Principles" and "Programme of Action," and selected addresses delivered at the conference. Also discusses land reform issues in India, and summarizes the activities of Indian Non-Government Organizations (NGO's) which preceded the World Conference. 54 pp.

Example C-5-b

Christian Education. Vol. 56, 3rd Quarter, September 1977. Christian Education, 17 Boulevard Road, Delhi 110 054, India. Three articles in this special issue on non-formal education focus on literacy. "IT Centre Reaches Out to Underprivileged Women" by Tehrim Z. Dass reports on the activities of a task force of the Centre for Women's Studies and Development at Isabella Thoburn College in Lucknow, India. Students on the task force started a sewing class for urban women who soon asked for literacy instruction. In a nearby rural area, an

integrated program offers health, literacy, tailoring, and crafts activities. "Tin Box Libraries Contribute to Education" by Elizabeth C. Fairbanks describes a library program in Gujarat which uses tin boxes to circulate collections of books to rural areas. "Literacy House Keeps the Flame Burning" outlines the general objectives and programs of Literacy House in Lucknow. The article, which is an excerpt from *A Profile of Literacy House*, briefly discusses the organization's activities in agricultural development, family life education, functional literacy training, media, research and evaluation, and library services. 56 pp.

6. Journals and Newsletters--Single Article. Both content and length of the article may indicate different treatment in an annotation. Together with the article's title, a brief statement may be entirely sufficient to make the purpose and content clear. On the other hand, methodology or research may call for fuller explanation, especially where policy recommendations are included.

Example C-6-a

Cabacungan, Damaso and Levi P Verora. "Volunteer Literacy Teachers." *Rural Reconstruction Review.* January 1979. International Institute of Rural Reconstruction (IIRR), Silang, Cavite, Philippines D-2720. Discusses the results of an IIRR program that used indigenous volunteer literacy teachers. The authors outline the process used to enlist and train volunteer teachers and to involve local governments in adult literacy education. pp. 12-18.

Example C-6-b

O'Sullivan-Ryan, Jeremiah. "The Role of Information in the Life of the Subsistence Farmer: A Study of the Guatemalan Western Central Highlands." *ALA: Africa-Latin America-Asia.* No. 7, 1979. College voor de Ontwikkelingslanden, Universiteit Antwerpen, A. Goemaerelei 52, B-2000 Antwerpen, Belgium. An analysis of the role of information and extension services in promoting change in the lives of subsistence farmers who do and do not receive extension and cooperative services. The author concludes that the availability of services is related to the size and location of farms as well as social and cultural characteristics. Because of the structural limitations which affect extension services, some farmers presently not being reached could not take advantage of the resources even if they were available. The author makes several policy recommendations, for example, directing resources to smaller farmers, developing an infrastructure for vegetables and flower markets, and promoting and defending the rights of poor subsistence farmers.

In English, with summaries in Dutch, French and Spanish. pp. 20-61. (A report of the study, entitled *Rural Development Programs among Marginal Farmers in the Western Highlands of Guatemala* [1978, 132 pp.], and a paper in Spanish, *El Papel de la Education y la Informacion en la Distribucion del Ingreso y la Productividad Agricola* [1978, 21 pp.] are also available from: The Director, Institute for Communications Research, Stanford University, Stanford, California 94305, USA.)

7. Journals and Newsletters--More than One Article in Annotation. One annotation for a periodical publication can be used to mention several articles in one particular issue, or articles that have been included in several different issues. The following example illustrates the latter case. (See Example C-5-b, above, for articles in the same issue.)

Example C-7

Convergence. International Council for Adult Education, P.O. Box 250, Station F, Toronto, Ontario M4Y 2L5, Canada. A quarterly journal which addresses issues, practices, and developments in the field of adult education. The following articles relate to Tanzania's experience in adult education and literacy: "Political Education Vis-a-Vis Adult Education in Tanzania: The Dynamics of their Interaction" by Yusuf O. Kassam (Vol. 7, No. 4, 1974. pp. 40-49); "The Voices of New Literates from Tanzania" by Yusuf O. Kassam (Vol. 10, No. 3, 1977. pp. 10-22); "Declaration of Dar es Salaam: 'Liberated Man-the Purpose of Development'" by Julius K. Nyerere and "Radio and Mass Media Campaigns: Tanzania" by Paul Hurly (Vol. 9, No. 4, 1976. pp. 9-17 and pp. 79-80). In "Implementing an Educational Philosophy: *Khit-pen* in Thailand," Anne K. Bernard and Gregory Armstrong (Vol. 12, No. 4, 1979. pp. 17-28) examine and assess problems of implementing the *khit-pen* philosophy in day-to-day operations of adult education in Thailand. Two other issues (Vol. 8, No. 4, 1975, and Vol. 10, No. 1, 1977) focus specifically on literacy and development. In English. Abstracts in French and Spanish.

8. Workshops, Seminars, Conference Reports. These document non-formal education activities for planners, researchers, and fieldworkers. They often give substantive information about the topic, as well as reporting on what happened at the workshop, seminar, or conference. The first sentence of the annotation should note that the document is a report of a (workshop, seminar, conference) held (date) at

(city and country). Then mention purpose of the meeting and who attended, and focus on activities and/or conclusions and findings. Mention case studies, specific articles, or projects if appropriate.

Example C-8-a

Sudan, Government of/ECA/FAO/Federal Republic of Germany. *Workshop for Trainers of Rural Women Leaders.* UNECA Workshop Report Series. 1977. Population Documentation Centre, ESH Division, 00100 Rome, Italy; or African Training and Research Centre for Women, UNECA, P.O. Box 3001, Addis Ababa, Ethiopia. Presents diverse aspects of a 1976 workshop held in Khartoum, Sudan, which included techniques for helping workshop members express themselves and learn the ways of group cooperation. Among the many issues addressed are those relating to income generation. The report describes Sudanese female participation in business, industry, agriculture, and cooperatives, as well as patterns of labor division, responsibility, and decision-making within the family unit. 132 pp.

Example C-8-b

Bunch, Charlotte and Shirley Castley. *Developing Strategies for the Future: Feminist Perspectives.* n.d. International Women's Tribune Centre (IWTC), Inc., 305 East 46th Street, New York, New York 10017, USA. (US$4.00.) Presents reports of two feminist workshops — one held in 1979 in Bangkok and the other in 1980 in New York. The reports incorporate goals of women's movements which include new self-concepts based on achieving dignity, equity, and freedom to control one's own life. The authors warn against integrating women into development projects within a culture of dependency, a condition which is seen to increase exploitation. They offer strategies to overcome problems associated with social and economic marginality. Suggestions stress the importance of mobilizing women, influencing national policy and sensitizing mass media, forming non-patriarchal models of women's organizations, and promoting unity between these organizations and other progressive forces. 44 pp.

Example C-8-c

Hall, Budd L. and J. Roby Kidd (eds.). *Adult Learning: A Design for Action*. 1978. Pergamon Press, Ltd., Headington Hill Hall, Oxford OX3 0BW, England, UK. (US $13.00.) A collection of twenty-four papers selected from the proceedings of the 1976 International Conference on Adult Education and Development held in Dar es Salaam, Tanzania. The papers reflect the conference theme of stressing development strategies that recognize the centrality of adult education and encourage popular participation in decision-making. Topics covered include: conceptual and theoretical issues in adult education as they relate to development; case studies in member state of the Arab League, Guinea Bissau, Hungary, Indonesia, Mozambique, and Vietnam; and ways to increase local participation in development. The book concludes with an interview with Paulo Freire and a summary of the recommendations developed by the conference participants. A complete listing of all conference papers and the names and addresses of the presenters is also provided. 335 pp.

9. Collections of Papers. The first part of the annotation should focus on the entire publication--i.e., why have these papers been assembled as one collection? Then highlight specific articles that may be of interest, by subject area if the titles of the papers are not self-explanatory in themselves. (This format is very much like that used in Example C-7), above.)

Example C-9

Bonanni, Camillo. *Collected Papers in Non-Formal Education: 1973-1979*. 1979. Institute of Education, Rangoon, Burma. A collection of papers which together provide an overview of method, technique, and design considerations in non-formal education. Based on his experiences in working with literacy programs, the author examines the role of non-formal education in the broader perspective of socio-economic development and discusses how non-formal education may help to encourage fuller participation in development. Three chapters are of particular interest: "New Paths to Training Literacy Trainers: TCDC Regional Approach," "An Experience in Curriculum Construction and Material Preparation for a Problem-Solving Farmers' Training and Functional Literacy Programme in Jaipur District, India," and "A Curriculum Scheme for Cooperative Education and Functional Literacy --Afghanistan. 1974." 167 pp.

10. Manuals, Practical Publications, Handbooks. These are intended to present information, either broad or limited in scope, in a way to make it most useful to non-formal education workers in specific programs. The category includes materials intended to be used by a target audience.

Example C-10-a (Manual--Broad in Scope)

Food and Agriculture Organization of the United Nations (FAO). *Small Farmers Development Manual.* Vols. 1 and 2. 1979. FAO Regional Office for Asia and the Far East, Phra Atit Road, Bangkok 2, Thailand. A manual for project planners and extension workers in Asia. Volume 1 (206 pp.) explains how to form grassroot organizations to foster self-reliance among small farmers, small fishermen, and peasants. Also includes guidelines for low-cost production through group action, covering rice production, livestock raising, low-cost technology for irrigation, and fisheries and aquaculture, as well as a section on farm women's income-generating activities. Volume 2 (78 pp.), directed at planners and administrators, discusses the Field Workshop as a method whereby the rural poor can be actively involved in development projects.

Example C-10-b (Manual--Limited in Scope)

Morley, David and Margaret Woodland. *See How They Grow.* 1979. Macmillan Press,Ltd., 4 Little Essex Street, London WC2R 3LF, England, UK. Designed for front-line health workers, this manual offers an approach to monitoring child growth for appropriate health care in developing countries. Instructions are presented for using the growth chart, as one type of medical record, to help diagnose, assess the severity of, and manage the treatment of children's diseases. There are discussions of the effects of breast feeding and birth intervals on children's health; the use of the growth chart as a measure of child nutrition; factors which predispose children, families, and communities to risk; the involvement of communities in health-care delivery; and the use of paraprofessional health workers. Recognizing that adequate physical growth is not enough for the full social, emotional, and intellectual growth of children, the authors describe and call for stimulating and loving environments for children. 265 pp.

Example C-10-c (For Teachers of a Target Audience)

De Pedro. Freddie B. *Seven Steps to Increasing Rice Production.* 1978. International Voluntary Services (IVS), GPO Box 344, Dacca, Bangladesh. A basic guide for agricultural extension workers to help farmers increase rice production by the use of high-yielding varieties. Provides step-by-step guidelines for seed selection and preservation, germinating and transplanting, land preparation, fertilizer application, crop care, harvesting, and drying. 51 pp. (Also available in Bengali.)

Example C-10-d (For a Target Audience)

INADES-FORMATION. *Farming with Animal Power.* Farmer Production Series. Agricultural Apprenticeship Course, Second Year. 1977. Institut African pour le Developpement Economique et Social (INADES) FORMATION, 08 B.P. 8, Abidjan 08, Ivory Coast. A how-to manual for adult farmers and young people about to become farmers. Discusses the advantages of using animal power, the training and care of oxen, donkeys, horses and mules, tools for use with animal power, and income possibilities from using animal power. 44 pp. (Other manuals in the series are *Sheep and Goat Breeding* [1976, 51 pp.], and *The Modern Farm Business* [1976, 43 pp.])

Example C-10-e (Handbook--Comprehensive Guide)

Alderson, Jeff (ed.). *OXFAM Field Directors' Handbook.* Revised Edition. 1980. Overseas Division, Oxford Famine Relief (OXFAM), 274 Banbury Road, Oxford OX2 7DZ, England, UK. Outlines Oxfam's objectives and provides extensive guidelines for field staff and project leaders. In addition to the introductory sections, which include a new guide to project design and assessment, the handbook contains guidelines on agricultural, health, social development, and humanitarian programs and disaster relief. Most sections conclude with detailed bibliographies and a checklist of questions for project planning and evaluation. 454 pp.

Example C-10-f (Kit of Assorted Materials)

World Education, Inc. *Facilitator Skills Training Kit.* 1978. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA. (US $4.00.) A kit of materials designed for trainers who train facilitators or group leaders working with rural adults. Originally developed for a workshop in Indonesia, the materials offer a general

guide for planning such participatory learning programs. The kit is organized in two parts: (1) a resource guide provides background on basic training principles, including structured experiences, group content vs. process, communication, feedback and problem solving; (2) three training modules present structured exercises for developing communications skills, observation skills, and leadership styles. The compilers caution that it is up to the users to adapt the kit to the cultural and social context in which training will take place.

11. Bibliographies, Directories, Surveys of Programs. These kinds of publications identify resources that either could be or are now being used in non-formal education programs. The annotation should mention the purpose of the document and such specific information that will help readers judge relevance and usefulness to their needs--e.g., number (round off if this is great ". . . some 1800. . . .") of the documents/organizations/items included, major categories covered, etc.

Example C-11-a

Delaney, Frances M. *Low-Cost Rural Health Care and Health Manpower Training: An Annotated Bibliography with Special Emphasis on Developing Countries.* Vol. 4. 1DRC-093e. 1979. International Development Research Centre, P.O. Box 8500, Ottawa, Ontario K1G 3H9, Canada. Fourth volume in a series of annotated bibliographies on low-cost rural health care and health manpower training. All four volumes focus primarily on new models of health care delivery and on the training and utilization of auxiliary health workers. Of special interest to persons involved in planning, operating and evaluating rural health systems. 69 pp.

Example C-11-b

Gonzales Rodas, Amparo. *Bibliografia Sobre Desarrollo Infantil y Educacion Preescolar Bogota.* 1978. Instituto Colombiano de Bienestar Familiar (ICBF), Subdireccion de Promocion Social, Ministerio de Salud Publica, Avenida 68, Apartado Aereo 18116, Bogota, D.E., Colombia. Compiled for use by researchers and individuals involved in program planning and implementation, this bibliography covers books, periodical literature, and audio-visual materials related to preschool education. The 1765 items cited in the document are located in documentation centers in and around Bogota. In Spanish. 168 pp.

Example C-11-c

McCabe, Marie S. and Burton E. Swanson (compilers). *International Directory of Extension Organizations and Extension Training Institutions--1975.* 1975. Rural Development Research Project. Midwest Universities Consortium for International Activities, Inc., 208 Agricultural Hall, University of Wisconsin, Madison, Wisconsin 53706, USA. Lists extension organizations and training institutions with an emphasis on programs for small farmers. 174 pp.

Example C-11-d

International Agricultural Development Service (IADS). *Agricultural Assistance Sources.* Third Edition, 1980. IADS, 1133 Avenue of the Americas, New York, New York 10036, USA. Gives information on organizations that provide developing countries with technical and financial assistance for agricultural activities. Covers 13 multilateral and regional assistance organizations, 5 non-profit and autonomous institutions, and 16 bilateral aid agencies. Includes information on the background and nature of each organization, its current programs in agriculture, assistance procedures, and expertise. 251 pp.

Example C-11-e

High/Scope Educational Research Foundation. *Preschool Education in Latin America--A Survey Report from the Andean Region.* Volume I. 1978. High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, Michigan 48197, USA. This is the first of a four-volume series on preschool education in Latin America. It presents the findings of a survey of programs concerned with preschool-age children and their families in Bolivia, Chile, and Colombia. Providing a comparative analysis of the existing conditions in those countries, the report discusses the goals, view, and programs of international agencies engaged in activities related to early childhood education. It explains various rationales behind investments in preschool education, including increased equity and educational opportunity for poor children, greater efficiency of the formal educational system through less wastage, optimal development of human resources, and increased productivity in the future for society. The report also discusses types of economic analyses that can be used in evaluating the effectiveness of early childhood education programs, and raises basic policy issues regarding the provision of preschool education. The volume contains a select annotated bibliography, and a list of variables that influence decision-making processes in early childhood education in Latin America. 149 pp.

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1976 - 1983

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